**Primary Sources Analysis**

1. Students will be looking at the different ethnics that worked together and against each other during the California Gold Rush. Many immigrants came to California looking for work and found themselves in hard situations trying to make ends meet. The Chinese immigrants had a lot of influence during the California Gold Rush and students will begin to investigate their roles. Students will also have to research other jobs besides mining that came during the influx in population in California during this time.

<http://www.miningartifacts.org/California-Mines.html>

**White and Chinese Miners working in Auburn Ravine, California**



2.

Students will investigate the tools and conditions the miners, from all regions, had to endure. Artifacts will also be used to help understand the use of primary sources and back-up their research. Students will be able to understand the technology and abilities of the workers and their jobs during this era.

<http://www.dailymail.co.uk/news/article-2078663/After-Gold-Rush-Workers-discover-artifacts-boom-days-1880s-San-Francisco.html>

Pulley rope system used by miners to help evacuate dirty and other unwanted material.



3.

It is important to understand maps and geographical landmarks at the elementary level. Students need to gain the concept of travel and how long traveling took during this time. Immigration patterns of not only the American citizens should be studied, but those of other nations that came to California. Tying this concept into a map lesson would be something students should learn and enjoy.

<http://lessons.ctaponline.org/~dbaker/dbaker/Images/overlandmap.jpg>

